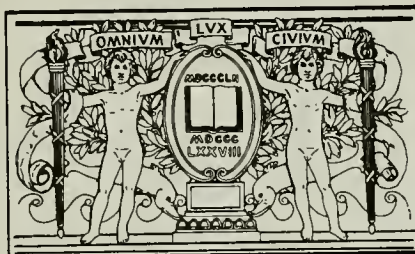


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CSC Chinatown Services Consortium

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September 14, 1988

Kristen McCormack
Director
Mayor's Office of Jobs and Community Services
43 Hawkins Street
Boston, MA 02114

Dear Ms. McCormack,

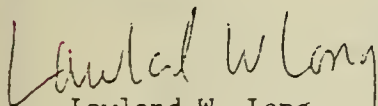
On behalf of the Chinatown Services Consortium, we are delighted to present to the trustees of the Neighborhood Jobs Trust this proposal for their consideration.

Three of Chinatown's strongest agencies have joined together: The Quincy School Community Council, the Chinese American Civic Association, and the Chinatown Occupational Training Center. Together, we have over 44 years of experience serving Chinatown, South Cove, the South End, and all of Boston's Asian Americans. Our programs are well-run and consistently achieve the goals they set for themselves.

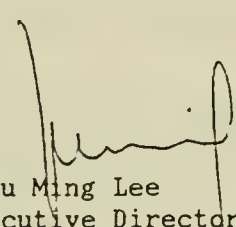
The Consortium's mission is to provide the language and occupational skills needed for Boston's Asians to obtain good jobs and a decent quality of life for their families.

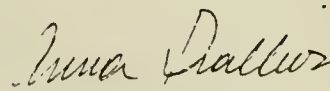
During the past three months we and members of our staffs have met, discussed, and planned the Chinatown Services Consortium. With patience, commitment, and a desire to work together for the good of our community, we have developed an excellent working relationship. The result is a proposal that represents a well-planned collaboration of our three agencies. With Boston's economy improving, we stand posed to help a growing immigrant and refugee population reach for the American dream.

Sincerely,


Lawland W. Long
Executive Director
QSCC




Chau Ming Lee
Executive Director
CACA


Anna Drallios
Program Director
COTC

A. PROGRAM SUMMARY

Many Asian residents of Boston are unable to take advantage of employment training opportunities because of their limited English skills. To meet this need, the Chinatown Services Consortium (CSC) will take students at a high intermediate English level, move them through advanced ESL with prevocational training support, and into vocational training that is reflective of the job market. The Chinatown Services Consortium is a collaboration of the three largest and most experienced ESL and vocational training providers in Boston's Asian community: the Chinese American Civic Association (CACA), the Quincy School Community Council (QSCC), and the Chinatown Occupational Training Center (COTC). Through its three components, the Chinatown Services Consortium (CSC) will provide the following services :

ESL/CAREER EXPLORATION COMPONENT

Bilingual ESL instruction and career exploration, computer literacy instruction, individualized tutoring, bilingual counseling, advocacy and child care service will be provided to 60 students for the full year. The CSC will operate two 23-week cycles, with two courses per cycle. At the end of one year of instruction, 80% of the students will enter into either monolingual ESL instruction, prevocational training, vocational education, or direct job placements.

PREVOCATIONAL SKILLS TRAINING COMPONENT

The Prevocational Skills Training Component will offer two 12-week core courses in prevocational ESL and basic skills instruction, including career exploration and job counseling. Each 12 week course will be followed by eight weeks of job-specific instruction in one of three areas: business and clerical; trades and construction; or service and hospital industries. The two 20-week cycles will serve a total of 60 students, and a minimum of 80% of these students will enter vocational training, higher education, or job placements.

BUSINESS EDUCATION SKILLS TRAINING COMPONENT (BEST)

BEST will provide vocational training, which will include classroom training, job counseling, internships and job placements. The core curriculum will include typing, word processing, basic computer skills, office practices, medical terminology, and job specific ESL. This component will serve 40 adults in two five-month cycles, and place 80% of the clients in entry level clerical positions or in more advanced positions in the secretarial field.

Working together, CSC will share the three parent agencies' extensive networks of private sector contacts for development and review of curriculum, for classroom and workplace career orientation, and for internships.

The funding requested from Neighborhood Jobs Trust to support this comprehensive training collaboration is \$232,069. The CSC will provide a 38% match for these funds through both in-kind and cash contribution.

B. PREVIOUS EXPERIENCE AND AGENCY BACKGROUND

1. & 2. Agency History and Relevant Program Experience

The Chinatown Service Consortium is a natural outgrowth of the Quincy School Community Council, the Chinese American Civic Association and the Chinatown Occupational Training Center. These organizations represent 44 years experience in delivering educational, human and occupational training services to the Asian community.

Quincy School Community Council (QSCC)

QSCC is a widely recognized human service provider for the 25,000 Asians in Boston and the 11,000 Asians in the Chinatown, South Cove and South End neighborhoods. QSCC's culturally and linguistically sensitive programs are available at convenient hours and are comprehensive in providing services for the entire family.

QSCC's services include the following programs:

The Adult English as a Second Language Program holds five levels of bilingual Cantonese/English and a sixth level of monolingual ESL instruction for 400 adult Asian immigrants and refugees. Bilingual job counseling and advocacy, tutoring, childcare during classes, language and computer lab services are also provided. A tutoring program is available to those who need special help and support in ESL. For FY 87 and FY 88, 93% graduated from the program, 17% gained entry to skills training, 10% gained entry to higher education, 11% gained employment, and 26% received job promotions.

The Acorn Child Care Center provides bilingual Cantonese/English full day, preschool, infant, and toddler day care for 107 children. A multicultural curriculum is provided along with parent support services and advocacy.

The Red Oak After School Programs provide school age educational, enrichment services to 107 children and youth, providing full-day programming

during public school vacations and holidays. A special component provides ESL classes for 58 Asian immigrant and refugee youth, while the Back-to-School component provides a special class to middle school students in danger of falling behind and dropping out of school.

The Recreation Program has a full-scale gymnasium, exercise room, large and small pools which form the nucleus for instruction, team sports, and free play for over a thousand teenagers, young people, and adults.

The Chinatown Summer Program combines and expands the after school programs and the recreation program into a day long summer camp for 400 neighborhood children.

Chinese American Civic Association (CACA)

The Chinese American Civic Association has been active in Boston's Asian community for the past 21 years. Today it is one of the community's major social service and employment training providers. A wide range of services are provided: The Adult Education Center provides ESL instruction and vocational training for over 300 youths and adults yearly. The Multi Service Center offers job placement, educational and employment counseling, immigration and amnesty counseling, housing and fuel assistance, and translation and interpretation services to almost 10,000 Asians annually. The bilingual Sampan Newspaper is published biweekly for the Greater Boston Chinese community.

CACA offers ESL programs directed to placement into training programs, higher education and jobs. Project CLEAR, an ESL program funded by the Department of Public Welfare for the past three years, has placed over 70% of its clients. The Youth Project, funded by the MA Department of Education for the last six years, has placed over 80% of the 16-21 year olds it has served. The Refugee Education and Employment Project helps place recently arrived refugees into jobs. Last year the project placed 60% of those served, surpassing its performance goal.

CACA has also made significant contribution in the Boston area to the development of job-specific ESL curricula. CACA's ESL/Office Skills Training Program includes a well-developed ESL curriculum. The program, funded by the Mayor's Office of Jobs and Community Services, has placed over 90% of its low-income clients into jobs in the last two years. The ESL/Machine Tool Program, operated in cooperation with Boston Technical Center, has a 100% placement rate.

CACA has developed cooperative links with institutions of higher education and employers. CACA, in agreement with Wentworth Institute, now is providing occupational ESL support to Asian computer numerical control programmers. At the Franklin Institute of Boston linguistic minorities are now benefitting from technical ESL and basic skills instruction by CACA staff. Starting in October CACA will be providing workplace ESL instruction to Cantonese-speaking clerical workers at Bay State Health Care.

Chinatown Occupational Training Center (COTC)

COTC was initiated in 1983 as a collaborative effort of QSCC and CACA to provide and coordinate vocational training, occupational access, and job mobility for Asian immigrants and refugees of the Boston area. The COTC currently operates two vocational skills training programs, the Medical Office Skills Training Program (MOST) and the Electronics Assembly Skills Training (EAST). These programs train over 100 Asians annually and place over 90% of them in jobs for which they were trained.

For the past three years the MOST program has been funded by Bay State Skills and by private sector organizations. The private sector has provided cash contributions and in-kind contributions such as internship supervision and training, advisory board participation, curriculum design and review. The private sector participation has grown from one hospital in 1985 to seven institutions in 1988. The MOST program is especially effective and has an over-90% retention and job placement rate.

The EAST program, funded by the Mayor's Office of Jobs and Community Services, provides electronics assembly skills' training, and job counseling and placement in Boston area electronics firms. These firms contribute tools and equipment for better electronics training and also provide input in curriculum development. The EAST program achieved more than an 80% job placement and retention rate for the low income Boston residents it served.

3. & 4. Agency Budgets, Audited Statements, and Current Grants and Contracts

See attachments.

C. TARGET POPULATION

With the normalization of relations with the People's Republic of China in 1978 and the admission of Southeast Asian refugees beginning in 1975, Boston's Asian community has increased to over 25,000. This new wave is increasingly monolingual, undereducated, and underemployed. Nearly 11,000 Asians live in the Chinatown/South Cove/South End community, with smaller

concentrations clustered in other Boston neighborhoods.

Chinatown has the lowest median income and the most overcrowded and dilapidated housing of any Boston neighborhood. Approximately 65% of Boston's Asian population have less than a sixth grade education in their native language. Half of Boston's Chinese can not speak English even "fairly fluently". Immigrants who speak little or no English have access to only 5% of the labor market. Most Chinese are forced into low-paying, dead-end jobs:

- 75% of Chinese males work 12 hours a day, six days a week in restaurants;
- over 40% of Chinese females work 40 to 60 hours a week in a declining garment industry with regular seasonal layoffs, and a growing number work as hotel housekeepers;
- wages are extremely low, with garment workers facing frequent layoffs;
- 70% of Chinese workers are underemployed because of limited English skills.

The restaurant trade is saturated and the garment industry is currently in decline. Since 1980, over 3,000 garment workers in this area have lost their jobs. We estimate that about 1,750 of these are Asians. With an estimated increase of about 1,500 Asian immigrants and refugees annually, job competition is fierce and dead-end jobs predominate. With the local economy improving, job possibilities are on the rise.

For Boston's Asian population, the single greatest barrier to these job opportunities is the lack of English skills. For example, the demand is so great for ESL that the Quincy School Community Council's Adult ESL program waiting list has grown to 950 people, with applicants waiting two to three years to receive services. The ESL/Career Exploration Component of the Chinatown Services Consortium will serve adults who have already completed beginning level ESL instruction but need more ESL in order to progress to prevocational programs.

Language is not the sole barrier for this population. In a survey sponsored by the Chinatown/South Cove Neighborhood Council, 82% of community residents say they lack the skills to get a job, and 68% blame limited education. 84% complain about the inadequacy of employment information. The report stated there was a need for a concerted effort to provide the basic skills upgrading as well as the counseling support and guidance necessary to encourage participation in city-wide training programs. The Prevocational

Skills Training Component will bridge the existing service gap between ESL and vocational training and job placement programs.

In the past year, the Chinatown Occupational Training Center has had to turn away 200 applicants for their office skills training program. This program is in high demand as it provides vocational training that will secure clients a decent wage and good benefits. The BEST component of CSC will allow more community residents to take advantage of Boston's growing job market.

Statistics for this section were gathered from BRA profiles on Chinatown and the South End (1986); a report from the Massachusetts Refugee Resettlement Project (1980); the Division of Employment Services; the Chinatown Neighborhood Council's 1987 study on employment; and statistics from QSCC, CACA and COTC programs.

D. PROGRAM OBJECTIVES

The mission of the Chinatown Services Consortium is to provide Asian adults with the language and occupational skills needed to increase their job opportunities and earning power. The goals for each component of CSC are as follows:

ESL/Career Exploration Component Goals

To enable 60 unemployed or underemployed adults to enter monolingual prevocational/ESL or skills training programs by improving their English skills through a full year bilingual instructional program.

To supplement the classes with a full range of computer-assisted and taped instructional materials.

To provide the necessary support services such as child care, bilingual counseling, advocacy and translation services.

To provide the following slots for 60 clients: 50 classroom slots available full year (two 23-week semesters); ten individual tutorial slots available for a half-year for students unable to attend classes; five additional tutorial slots available for students already enrolled in CSC classes but needing supplemental instruction to progress with the class.

To place 80% of the enrolled students in the sixth level monolingual ESL component at QSCC, the prevocational component of CSC, the office skills training component of CSC, direct job placement, higher level education options, or training available through other skills training providers.

Prevocational Skills Component Goals

To serve a total of 60 Asian adults in two six-month cycles.

To provide students with prevocational ESL and basic skills training, and job-specific ESL instruction in one of the three job areas:

business/clerical, trade/construction, or hospitality/service industries.

To provide students with bilingual counseling and support services.

To place 80% of the clients who have completed the program: approximately 21% placed in jobs, 6% in higher education, 73% in skills training programs.

The Business Education Skills Training Component Goals

To train 40 Asians in two five month cycles in the skills required for office jobs appropriate to their skills. These jobs would range from entry level office clerk to secretary.

To provide a six week internship for each client at an appropriate workplace.

To provide job counseling and to place 80% of the clients in office positions.

E. PROGRAM DESIGN

1. Outreach and Recruitment

Presently 950 people are on QSCC's waiting list for the Adult ESL Program. Over 180 clients are on the waiting list for ESL classes at CACA's tuition-based program. COTC's Medical Office Skills Training Program regularly has 4 times the number of applicants as slots available.

Recruitment for CSC's services should not be difficult. Many of the slots will be filled from those already waiting for services. In addition, the agency programs are well respected and knowledge of new program offerings spreads quickly via word of mouth.

Additional outreach and recruitment efforts will include the following:

- * Bilingual flyers posted at all Consortium sites to insure a coordinated effort. Flyers will be sent to other Chinatown providers such as Chinatown YWCA, Boston Youth Essential Services, and the Chinatown Economic Development Council. City refugee service providers will be included--International Institute, Jewish Vocational Services, and ABCD.
- * Bilingual notices will be posted in the neighborhoods of Chinatown/South Cove, the South End, Brighton/Allston, Dorchester, East Boston, parts of Roxbury and Forest Hills. Asian restaurants, grocery stores and small businesses will be leafletted.

- * Advertisements will be placed in the bilingual newspaper Sampan, and the Chinese newspapers, Sing Tao and World Journal.
- * Program information will be distributed through the Department of Welfare to recruit applicants not normally reached through the community network.
- * Public service announcements concerning CSC services will be broadcast on local radio.

Recruitment activities will focus on the four week period preceeding cycle and semester start dates. Students for the ESL component are expected to come from the lower level classes presently offered at QSCC and from the extensive waiting list. Approximately 180 applicants will be needed to meet the enrollment goal of 60 clients served in the Prevocational Skills Component. 160 applicants will be needed to fill the Business Education Skills Training Component goal of 40 served for the year.

2. Admissions Criteria and Process

Assessment for admission into each program component will be held at the respective program sites. When required, clients will be referred to more appropriate services at other component sites or to outside agencies. Referred clients will receive brochures about component programs and when appropriate, direct referrals to CSC components will occur through CSC program counselors.

Registration for the ESL/Career Exploration Component will occur once weekly throughout the year. Students will be given a 45 minute written test and a 15 minute oral test. Immediately afterwards the test will be evaluated and the results discussed with the student. The students will then be placed on a waiting list for the appropriate level. For placement into the high-intermediate level the student must pass the test for that level or have successfully completed the previous level class. Many of the students for the two classes in which funding is being requested will come from lower level classes. The remaining students will be taken from the waiting list.

Applicants to the Prevocational Skills Component will be screened for skills level and interest by the counselor. Potential students will be given a CACA-developed standardized placement test. This oral and written test takes approximately 45 minutes. Acceptance will be based on student test performance. Once the student is accepted, the counselor will discuss the test results with the student and do the necessary intake and assessment of

the client's skills and vocational interests. An initial working career plan will be developed with the client setting up realistic short and long term goals. Any student identified as needing extra help or as having learning disabilities will receive remedial tutoring assistance. If additional slots become available during the program, they will be filled with students on the waiting list and admitted into the program at prescheduled intervals. The maximum waiting period for any client would be 20 weeks, until the next cycle begins.

Clients for the Business Education Skills Training Component will be screened by COTC staff. The client's reading and writing skills will be tested using the BEST test (Basic English Skills Test) and their arithmetic skills using the SRA Math test. These tests take approximately two hours. Applicants scoring more than 60% will be interviewed by two office skills staff members so that the client's interest, motivation and background can be assessed. Clients lacking the appropriate math or language skills will be referred to the other CSC preparatory programs.

In all components, a first-day orientation, conducted by the instructors, will address any fears and concerns that students might have and will insure that students have realistic expectations of the program.

3. Program Activities

ESL/Career Exploration Component

The Chinatown Service Consortium will operate two high-intermediate and low-advanced ESL courses at the QSCC site in Chinatown. These classes will run 23 weeks per semester: the high-intermediate classes will run from January to June of 1989 and the low-advanced class will run from July to December. Classes will be 90 minutes per day, Monday through Thursday. The teacher/student ratio will be 1:25; in the computer-assisted learning lab the ratio will be 1:7; in individualized tutorials the ratio will be 1:1. The total capacity of classes will be 50 students ongoing for one year of service. An additional ten students will be served in six month tutorials throughout the year.

The curriculum is tailor-made for the population, designed and field tested by students and teachers in the program over the past eleven years. The bilingual curriculum covers topics of daily survival that meets the students' most immediate needs, while building a foundation on which to develop vocational training skills. This competency-based approach has

proven successful in reaching Asians who have difficulty learning English because they lack formal education in their own language. The curriculum is supplemented by over 100 titles available from the lending library, by taped versions of the curriculum designed to improve listening comprehension, and by educational software that accompanies the curriculum.

Students in the program will benefit from the services provided by bilingual counselors and teacher/advocates, the provision of childcare services during students' class time, and the organization of walk home safety groups by program counselors to insure a safe trip home for evening class students.

Students will attend class either from 1-2:30 pm or from 6:30-8 pm on Monday through Thursdays. Students will often come in 15 minutes early to drop off children for the child care center and stay up to an hour after class if time is needed for individual counseling or advocacy. Students receiving supplemental instruction from tutors will have an additional two hour session scheduled at their convenience during the week.

A special feature of the language instruction will be visits by personnel representatives from local businesses. Ongoing career development information will be provided to students in collaboration with other components of CSC.

Prevocational Skills Component

The Consortium will operate three classes of prevocation skills per 20 week term. The classes will be located at CACA and run from January to June and from July to December of 1989. Classes will be two hours per day, Tuesday through Friday at times convenient to Chinatown's working poor and unemployed. The teacher/student ratio will be 1:10 to insure intensive, individual language help.

The program will provide students with general as well as occupational-specific language and skills training. The first part of the training will focus on 1) the basic skills in communication and computation needed for most entry level jobs; 2) the prevocational skills and knowledge essential in obtaining a job; and 3) an overview of different career possibilities in the current Boston labor market. The second part of the training will allow students to choose job-specific ESL and basic skills training in one of three job areas: 1) business/office careers; 2) trades and construction fields; and 3) service and hospitality industries. The ESL

curricula will be developed with assistance from training program providers and employers that are part of CSC's job network and in response to the skills and needs of the students. These three unique language curricula provide the ESL needed for students to enter the training programs they desire. In addition students will visit work sites and training programs to receive information regarding training and education as well as the direct placement opportunities open to them.

Essential to the success of this component is the counseling. Students will receive on-going career, educational and personal counseling. A bilingual counselor will work closely with the instructors to help students assess their job skills and vocational interests and set realistic career goals. At the end of the program students will be placed in jobs, in training programs, or in relevant educational programs such as GED/EDP that may be prerequisites to particular training and apprenticeship programs.

Students will also benefit from the other MultiService Center offerings that include immigration and housing assistance, and translation and interpretation services. Child care will be available on-site during times students are attending class.

Typically students will attend class Tuesday through Friday either from 8:30-10:30 am or from 1-3 pm. Students may receive additional help or counseling before or after their class or during specially scheduled appointments on Monday.

Business Education Skills Training Component(BEST)

The Chinatown Service Consortium will offer two 20 week office skills training cycles during 1989. Each cycle will include 14 weeks of instruction and a 6 week training-related internship. Classes will be six hours per day, Monday through Friday. Two instructors will work with the 20 students served per cycle. Classes will be held at COTC's training site on Tyler Street in Chinatown.

Students will learn basic office skills including typing and general office practices, accounting, medical terminology and office-related ESL. The curriculum includes a business simulation to prepare students for actual office positions, visits by area business supervisors to discuss with students the American office environment, and participation by local human resource personnel in providing practice interview sessions with students. Curriculum input and support by local employers includes the donation of the

Ammon System by the New England Medical Center. This system is an audio-visual method of learning medical terminology. Students will also have the opportunity to work on Apple II systems at the QSCC computer lab one afternoon each week of training.

The six week internship is the most valuable feature of the program. The on-the-job training is available as a result of COTC's partnership with area hospitals and institutions. Internship supervisors at each site will play a valuable role in assessing students' skills attainment. Students will report to COTC once a week to report on the progress of their internships. To better meet the needs of the students and employers, instructors will visit internship sites to help them improve the program.

Students who require extra work in English will be offered small-group evening ESL sessions with volunteer tutors. Clients requiring additional social service assistance will be referred to QSCC and CACA.

A clients typical day will be as follows: Typing 9-10:30 am, Office Practice 10:40 am-12 noon, Lunch 12-12:45 pm, ESL 12:45-2:30 pm, Accounting 2:40-3:30 pm, and from 3:30-4 pm, medical terminology classes will be held twice a week and basic computer classes three times a week.

4. Evaluating Performance

The ESL/Career Exploration Component evaluation will include the following:

- * Ongoing assessment of student progress will be made by the teacher/advocates, including attendance, evaluation of oral/aural progress, weekly written post-tests, and end-of-cycle achievement tests.
- * Students will evaluate services twice a year.
- * Program activities will be evaluated biweekly by the program coordinator, QSCC executive director, and program staff.
- * Annual evaluations of staff performance will be carried out by students, staff and the program coordinator; and
- * Monthly finance reports will be reviewed by administrative staff and the Common Council's finance committee.

The Prevocational Skills Component evaluation will include the following:

- * Evaluation of students' linguistic and vocational skills throughout the cycle will be carried out by teachers using a competency-based checklist. Unit achievement tests, both written and oral, will be administered at the end of each unit of the curriculum.

* Ongoing assessment of the students' educational needs and vocational interests will be made by the counselor. The counselor will maintain detailed progress notes on students' progress, personal needs and vocational goals.

* Weekly staff meetings and monthly administrative meetings will be held with the executive director of CACA to monitor all program activities, to assess program materials and methodologies, and to review placement activities and employer and training provider relations to the program. Staff performance will be reviewed and evaluated by the program coordinator at the end of each six month cycle. The coordinator will be evaluated annually by the CACA executive director.

The Business Education Skills Training Component evaluation will include the following:

- * Students will be tested each week in all subjects to insure that they will have the office and job-readiness skills necessary to secure full-time employment. In addition, mid-term and end-of-term evaluations by the instructors will be done..
- * The site internship supervisor will prepare intern evaluations at the close of each internship period.
- * Weekly staff meetings will be held with the COTC director to review student progress, evaluate program operation and discuss curriculum development.
- * End-of-cycle program evaluations will be done by staff.

In addition to individual component evaluations, all three component staffs will meet together twice during the funding year to assess the effectiveness of the collaboration and to examine ways to further enhance program integration in the areas of recruitment, referral and placement.

F. PRIVATE SECTOR PARTICIPATION

CACA, QSCC, and COTC have cultivated a growing relationship with Boston area institutions working together to open up the expanding job market to Boston's Asian community. This partnership will continue with CSC as private sector participants enhance and enrich classroom instruction and better prepare students for the job market.

Private sector representatives presently on the advisory board of the Medical Office Skills Training program will continue to serve as advisors for the BEST component. These supporters include the New England Medical Center,

Mount Auburn Hospital, New England Deaconess Hospital, Spaulding Rehabilitation Hospital, Harvard Community Health Plan, John Hancock Insurance Company, and Massachusetts General Hospital. At monthly meetings, representatives of these institutions will provide ideas and advice to refine and improve the curriculum to match both student and employer need. These institutions will also provide supervision and training of BEST students during their six week internship. Internship supervisors will also meet regularly with BEST staff to insure appropriate internship and eventual job placement of clients. A majority of these private sector institutions have made a commitment to contribute internship funds to the BEST component ranging from \$4.00-\$6.30 per hour for each intern. Over the coming year this private sector support will total over \$92,000.

Boston area companies are important to the success of CSC. The New England Medical Center has donated an audio visual system to teach medical terminology. Local organizations such as Harvard Institute for International Development, Shawmut Bank, Lotus and Honeywell Bull have donated free computers and typewriters for student instructional use. Honeywell Bull, a strong supporter of CACA programs, provides free maintenance and updated software for all donated equipment.

The ESL/Career Exploration and Prevocational Skills components will benefit from the established job placement network of the CSC. CACA MultiService placement services have contacts with over 100 Boston employers. CSC has nurtured a strong working relationship with over 35 of these employers--representing banking, insurance, sales, health care, service and hospitality, manufacturing and electronics. This list of supporters includes Bank of Boston, Federal Reserve Bank, John Hancock, New England Mutual Life, Safety Insurance, Plymouth Rock Insurance, Neiman Marcus Department Store, New England Medical Center, Bostonian Hotel, Quality Inn, Park Plaza Hotel, American Science and Engineering, Starkey Northeast, H.N.U. Environmental Products, Advanced Electronics and Teradyne. From among these employers, representatives will visit the classroom to provide insight into employment opportunities and the job market. Tours of their facilities will be offered and input into the curriculum will be garnered.

G. STAFFING SECTION

1. & 2. Organization Staff, Qualifications and Staff Representative of Target Population

The staff of the Chinatown Services Consortium will draw on the strength

of the parent agencies of CACA, QSCC, and COTC. Overall these agencies employ 120 people, of whom 70% are Asian and 75% are bilingual in the languages of the populations served. The CSC positions in each component will include the following:

ESL/CAREER EXPLORATION COMPONENT:

The AESL director (5 hrs/wk of a 40 hr/wk position) will be responsible for coordinating with other CSC components and managing the ESL component of CSC; overseeing staff hiring, training and supervision; coordinating development of the career exploration units, and reporting and liason work. The program director, Judy Brewer, has 10 years experience in adult ESL in the Chinatown community and is bilingual in Cantonese.

Two teacher/advocates (13 hrs/wk of a 40 hr/wk position; 13 hrs/wk of a 26 hr/wk position) will teach the bilingual ESL/job preparation classes and provide advocacy to CSC stuents. Tracy Tsou, with a Master's in ESL, has over three year's experience teaching bilingual ESL at the QSCC and is the educational coordinator; she is bilingual in Cantonese and Mandarin. Kennet Xiong has over 25 years of experience teaching advanced ESL to adults preparing for professional careers, and is also bilingual in Cantonese and Mandarin.

The tutor coordinator (10 hrs/wk of a 30 hr/wk position) will recruit, train, place and supervise tutors to provide individualized instruction to students unable to attend classes and to those students in class who need extra help in order to progress. Min Zhang has a Master's in Linguistics, several year's experience teaching ESL, speaks Mandarin and some Cantonese.

The computer developer (10 hrs/wk of a 10 hr/wk position) will utilize newly available educational software to improve and expand computer-assisted instructional material accompanying the program's bilingual curriculum and to develop career exploration units for the CSC courses. Rebecca Pomerantz has a Master's in ESL with a specialization in developing educational software, experience teaching ESL in the Chinatown community, and speaks some Cantonese.

The computer lab monitor (10 hrs/wk of a 10/hr/wk position) is responsible for staffing the computer lab during class times, orienting students to the computers, assisting them in booting up lesson disks, and assisting teachers in selecting appropriate lesson materials for their classes. Lai Kwun Wong is fluent in Cantonese and has several year's

experience in computer programming.

The counselor (8 hrs/wk of a 20 hr/wk position) will assist CSC students in class placement, advocacy, translation, and counseling. Isabel Yee has eleven years's experience as a bilingual counselor in the Chinatown community and speaks Cantonese fluently.

The child care worker (8 hrs/wk of an 8 hr/wk position) will provide child care for students during the 1:00 - 2:30 CSC class. The child care worker, Li Hua Yu, is bilingual in Cantonese and Toisanese and has three year's experience providing child care to program students.

PREVOCATIONAL SKILLS TRAINING COMPONENT

The prevocational skills coordinator/instructor (28 hrs/wk of a 35 hr/wk position) will coordinate with other CSC components, and will implement and provide ongoing management of the prevocational skills training component. The coordinator, Annie Chin, will recruit, hire, and supervise the program staff; coordinate with the counselor in the development of client recruitment strategies and the career counseling in the development of client recruitment strategies and the career counseling components; supervise the ESL instructor, working with the instructor in the development of the prevocational and job-specific curricula; and will teach one pre-vocational skills class per day. Ms. Chin has seven years' experience providing ESL instruction in Boston's Chinese community, and presently manages all of the agency's on-site ESL programs. She is Chinese and is proficient in Mandarin and Cantonese.

The prevocational skills counselor (35 hrs/wk of a 35 hr/wk position) will have prime responsibility for providing vocational counseling services to all clients; conducting client support services assessment; working with each client individually in the development of a client career plan; and placing all clients at the completion of the training cycles. The counselor hired to fill this position will be bilingual in Chinese and English.

The prevocational skills instructor (35 hrs/wk of a 35 hr/wk position) will teach two classes per day; provide ongoing assessment and tracking of student performance; and prepare curriculum. The instructor hired for this position must have working experience in the Asian community.

BUSINESS EDUCATION SKILLS TRAINING COMPONENT:

The BEST component director (17.5 hrs/wk of a 35 hr/wk position) will coordinate with other CSC components; supervise curriculum development and

classroom instruction; manage private sector participation and facilitate advisory board input. The component director, Anna Drallios, taught in the office skills program of COTC for several years and is currently director of COTC.

The ESL instructor (35 hrs/wk of a 35 hr/wk position) will teach vocational ESL, medical terminology, and accounting; develop curriculum; review and update applicant assessment tools; and coordinate volunteer tutors. Dawn Butkas has four years of experience teaching in the Asian community, and speaks Mandarin.

The business skills instructor/job developer (35 hrs/wk of a 35 hr/wk position) will teach typing, word processing, and office practices; counsel students on career planning; place students in appropriate internships; make site visits; escort students to major job fairs in the Boston area; and place clients in full time permanent office jobs. Karen Brenner has five years experience in office management.

The secretary (17.5 hrs/wk of a 35 hr/wk position) will handle administrative responsibilities for the training component. Stephen Lau, the secretary, speaks Mandarin and Cantonese.

Of the thirteen consortium positions, eight will be filled by Asians and a total of ten staff will be bilingual in the languages of the community served. All positions require experience working in and sensitivity to the community. Please see details on positions above regarding bilingual/bicultural information on individual staff.

3. Organization Charts

See attachments.

H. BUDGET AND BUDGET NARRATIVE

See section following section I. COLLABORATION.

I. COLLABORATION

Since the inception of the Chinatown/South Cove Neighborhood Council (CNC) in late 1985, the Chinatown community has been one of the leaders in Boston in neighborhood planning. Chinatown has had to respond to the increasing developmental expansion that has effected the character of the community. With a dramatically increasing number of immigrants moving into the community, educational and human services have not kept pace with the demand. In 1987 the CNC embarked on the development of a master plan that would assist Chinatown in meeting the future needs of its residents. As part

of this effort the members of the CNC's job training subcommittee, sought and obtained \$15,000 through the Jobs Trust Fund of the City of Boston to survey community needs. Subcommittee participants included directors of Chinatown's major education and training providers, QSCC, CACA and COTC, and representatives of the South Cove YMCA, Chinatown Economic Development Council and Chinese Consolidated Benevolent Association. The detailed survey documented Asian job experiences and expectations, analyzed jobs advertised through the community press, and attempted to better identify opportunities for Asians based on their population characteristics, current employment patterns and Boston job projections. The goal was to develop a community response to the area's job training needs.

On May 3rd of this year, with the study complete and with community backing, the Chinatown Service Consortium submitted its concept paper to the Jobs Trust Fund trustees with a favorable reception.

This collaboration includes three agencies with a long history of cooperation. In addition, during the past several months, eight staff members from the three agencies have met regularly to plan this collaboration. CSC will insure that Chinatown agencies will not compete for clients by working together to plan with each client the services that best meet their needs and by offering clients a continuum of social and educational services. QSCC will provide the ESL/career exploration instruction that will allow clients to move to the prevocational skills training offered by CACA. Those for whom business education is the appropriate next step will benefit from COTC's BEST program. CSC will collaborate in developing a common referral system, work for appropriate curriculum integration and share the established job placement network of the three providers. Some of the classroom space and computer and office equipment will be shared. QSCC will be the single fiscal agent.

Program effectiveness will be evaluated at regular monthly meetings of the directors of QSCC, CACA and COTC. Program coordinators will meet monthly to discuss program issues. Twice during the year the entire program staff will meet to assess services. This close contact will allow CSC to make the coordinated response to the community's job needs intended by the Neighborhood Council.

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